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ABSTRACT

Perceptions of power identified with upper level, noninstructional staff (professional staff) in a complex university were studied based on interviews with professional staff, their superordinates and subordinates, and faculty. Professional staff offices included the upper echelon of the nonacademic staff hierarchy holding such titles as assistant to the president, vice president, or dean, and director, controller, or registrar. The university was perceived as a predominantly political organization within which professional staff hold substantial power to influence the actions of other offices and to influence the development and the administration of institutional policies. Professional staff power was generally based upon their control and interpretation of information--their role as information brokers. Perceptions of professional staff strategies did vary, however, with the organizational relationship of the target office to the professional staff offices and the situation (whether the professional staff was trying to influence the actions of the other party in an initial situation or in a last resort situation). Additional findings are as follows: respondents in each sample were aware of, and satisfied with, the overriding political structure of the university organization: professional staff did not feel that academic policy-making rights are appropriate rights for their office; and the perspective of the president, vice president, and dean superordinates were more apt to be in agreement with those of the professional staff than with those of academic department heads or faculty. A bibliography is included. (SW)

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A Study of Power:
The Professional Staff in a Complex University

Carol W. Anselm, Ph.D.*

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A Study of Power

Abstract

Perceptions of power identified with upper level, noninstructional staff (professional staff) in a complex university are examined in this exploratory study. Data are based upon interviews with professional staff, their superordinates and subordinates, and faculty. The university is perceived as a predominantly political organization within which professional staff hold substantial power to influence the actions of other offices and to influence the development and the administration of institutional policies. Professional staff power is generally based upon their control and interpretation of information. However, the results indicated perceptions of an office's power varied with the organizational relationship of that office to the respondent's office.

A STUDY OF POWER: THE PROFESSIONAL STAFF IN A COMPLEX UNIVERSITY

This examination of the power of a subpopulation of noninstructional staff (designated professional staff) focused upon: (1) identification of the bases and amount of power associated with the office of professional staff and (2) examination of the relationship of respondent organizational position and academic standing to the perceptions of professional staff power. Professional staff offices included the upper echelon of the nonacademic staff hierarchy holding such titles as assistant to the president, vice president, or dean, and director, controller, or registrar.

Thorstein Veblen, Walter Metzger, and Martin Trow, among others, warned that higher education should beware of professional administrators and technocrats. University faculties expressed concern that these professional staff were increasing in numbers and power and were obtaining or/and controlling disproportionate shares of institutional resources. Some authors saw a basic incompatibility between the elements of management identified with these professional staff and the true spirit of the university (Metzger, 1975; Stratton, 1963:67).

Professional staff are a current reality in higher educational institutions. What is their role? Do they influence the actions of others? Do they influence institutional policy? What should their role be? Professional staff fulfill a unique role and they need to be examined as a viable factor in the study of higher education.

Theoretical Framework. The seven bases of power which helped

form the framework for this study were derived from the structural and phenomenological definitions presented by French and Raven (1960); Kahn, et al. (1964); and Raven and Kruglanski (1970). The bases of professional staff power were approached from three perspectives: The bases of power associated with professional staff pertinent to the execution of a respondent's job, the importance given each basis of power as a reason for respondent concurrence, and the bases of power identified in professional staff strategies. The variables used to measure the amount of professional staff power were based upon the extensive literature in this area, with specific reference to Lewin (1951); Kahn et al. (1964); Katz and Kahn (1966); McClelland (1975); Pfeffer (1977); and Pfeffer and Salancik (1977). The amount of professional staff power was examined using respondent perceptions of professional staff influence upon the development and administration of institutional policies and the importance of professional staff to the respondent's job function. Finally, this examination was built upon the studies of middle management by Katz and Kahn (1966); Likert (1967); Graen, et al. (1977); and, specifically, those dealing with middle managers within higher education by Scott (1977, 1978); Bess and Lodahl (1969); and others (Dickenson, 1979; Jenkins, 1973; Kay, 1973; Lapham, 1974).

Method.

Subjects. The organizational position sample consisted of members of the professional staff, superordinates and

subordinates of professional staff, academic deans not supervising professional staff, academic department chairs, and faculty without administrative appointments. None of these populations at the University of Michigan is in a collective bargaining unit.

Professional staff were defined as members of the non-academic staff hierarchy holding full-time positions at the professional-administrative salary grade levels of 14 or above (on a scale of 1 - 20) during the previous three months. These are the upper level staff positions, directors of the major administrative units and assistants to the chief line administrators. Of the 48 individuals holding professional staff offices, 47 were interviewed for this study. Superordinates were the chief administrative officers in the units containing professional staff offices and who usually held the title of president, vice president, or dean. Of the 17 individuals holding superordinate offices, 15 were interviewed for this study. Of the 47 professional staff, 20 identified professional administrative subordinates, and the subordinate sample was selected from each of these 20 units. The nonsupervisory dean sample consisted of the total population of 4 academic deans who did not supervise professional staff. The 10 academic department chair respondents were selected by random sample from a population of 67 academic department chairs. The 37 faculty respondents were selected by stratified random sample of faculty who did not hold an administrative appointment and

who were not on sabbatical leave. The sample consisted of 16 professors, 4 associate professors, and 3 assistant professors from a total population of 1197 general faculty.

The sample was also analyzed by the academic or non-academic standing of the respondent. Academic standing was defined as holding the rank of professor, associate professor, or assistant professor at the university regardless of organizational position. The samples totalled 57 academic and 62 nonacademic respondents.

These samples were predominantly white (92.3% of the total sample), middle aged (mean age: 48.8 years), and male (89% of the total sample or 100% of the nonsupervisory dean and superordinate categories, 96% of the faculty, 92% of the professional staff, and 90% of the academic department chairs, in contrast to 65% of the subordinate sample). The members of the professional staff were less apt to have received a doctoral degree and more apt to have received a degree in administration from the employing institution than were faculty or superordinates.

- Table 1 -

Instrument and Analysis. The structured interviews incorporated a variety of item formats, such as multiple choice and open-ended questions, card sort, and rank order. The methodology consisted of dual or multiple perspectives of a single factor, which allowed comparison of agent, target, and

observer perceptions of professional staff in defined situations.

Results.

Perceptions of the Organization. In contrast to much of the traditional administrative theory that glorified collegiality, the members of the university in this study perceived one university and its subunits as pluralistic organizations containing political, collegial, and bureaucratic elements. They viewed the current university organization and, generally, their subunits as predominantly political--and they were satisfied to have it remain that way.

- Graph 1 -
- Graph 2 -

Bases of Professional Staff Power. The bases and amount of power identified with professional staff were examined within the context of a pluralistic political organization. A majority of each respondent category reported that the primary basis of professional staff power was found in the professional staff's role as information broker. This was evident in the respondents' reasons for complying with professional staff requests, identification of the bases of professional staff power, and strategies available to professional staff. Perceptions of professional staff strategies did vary, however, with the organizational relationship of the target office to the professional staff offices and the situation (whether the

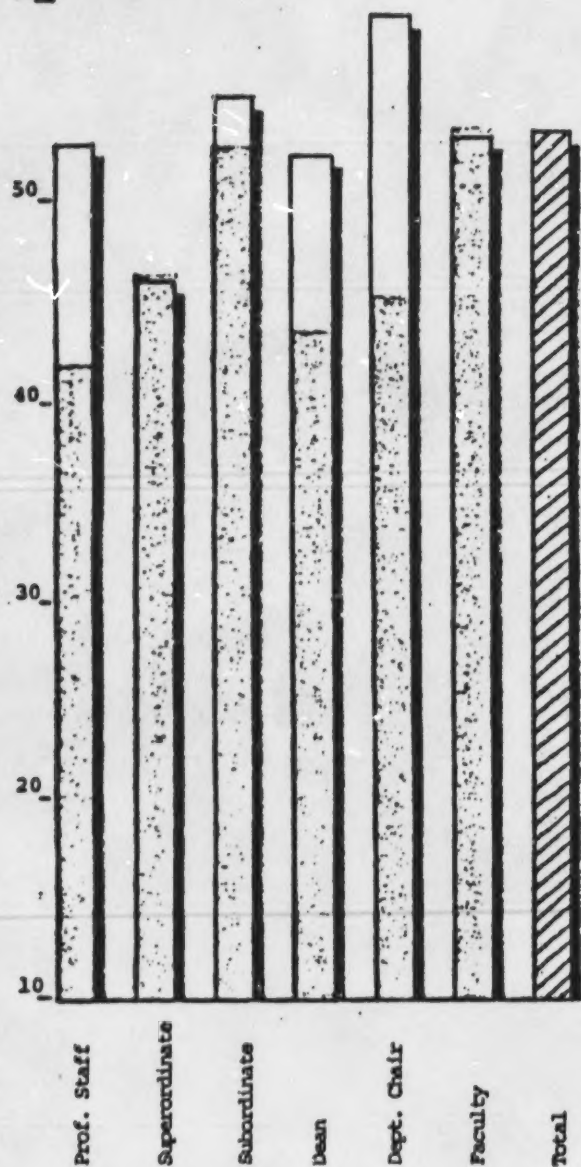
Table 1

DEMOGRAPHIC CHARACTERISTICS OF ORGANIZATIONAL POSITION SAMPLES

<u>SAMPLE</u>	<u>NO.</u>	<u>RACE</u> %White	<u>AGE</u> Mean	<u>SEX</u> %Male	<u>ACADEMIC DEGREE</u>		
					%Ph.D. or J.D.	Highest Degree Rec'd From: Univ. of Mich.	a No. Central Institution
Prof. Staff	47	93.6%	49.0 yrs.	92.0%	28.0%	49.0%	87.0%
Superordinate	15	93.3	53.8	100.0	67.0	40.0	80.0
Subordinate	20	100.0	45.7	65.0	.0	50.0	100.0
Dean	4	100.0	51.3	100.0	25.0	50.0	50.0
Dept. Chair	10	90.0	47.5	90.0	80.0	30.0	60.0
Faculty	23	87.0	48.5	96.0	83.0	17.0	43.0

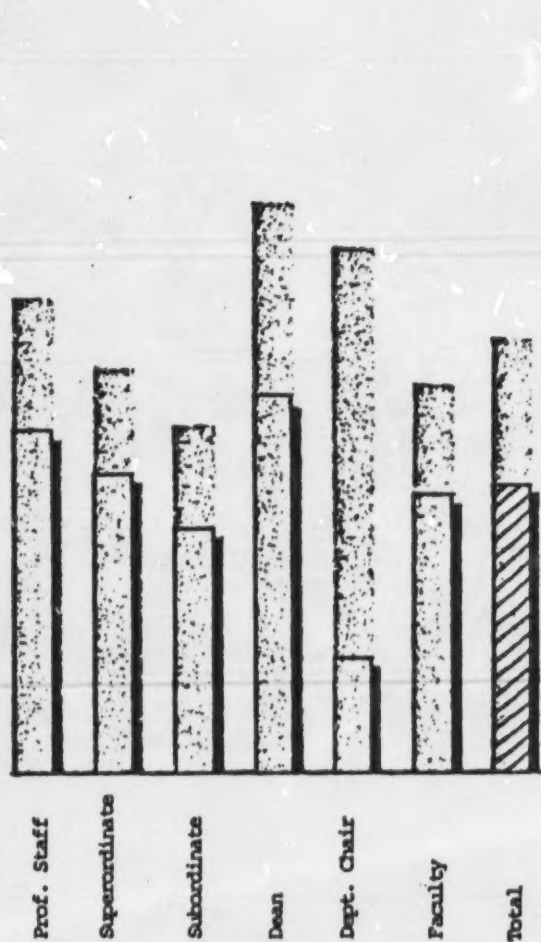
MEAN SCORE
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GRAPH 1
PERCEPTIONS OF UNIVERSITY ORGANIZATION BY RESPONDENT
ORGANIZATIONAL POSITION



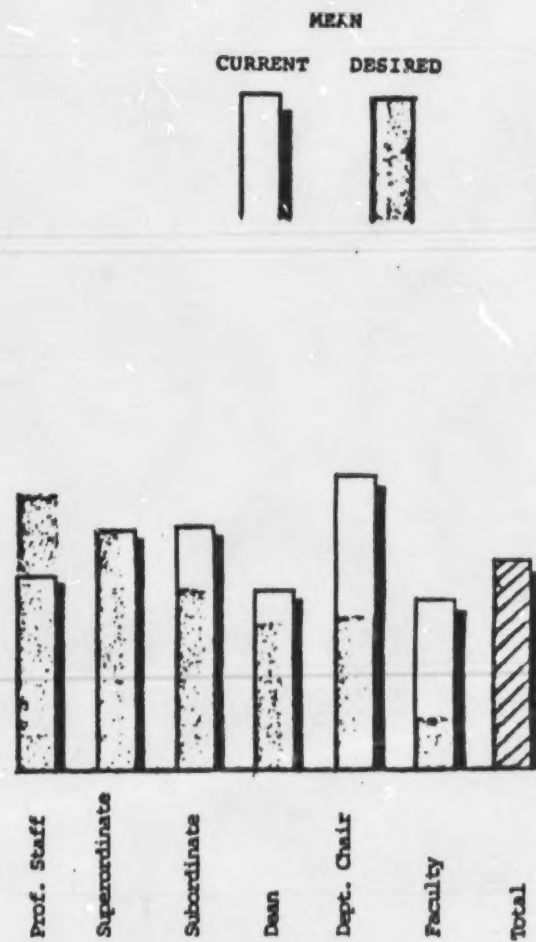
POLITICAL

This organization is composed of subgroups, each with its own particular goals and needs. Change and conflict are normal and management involves balancing the demands of various interest groups against each other and the university resources.



COLLEGIAL

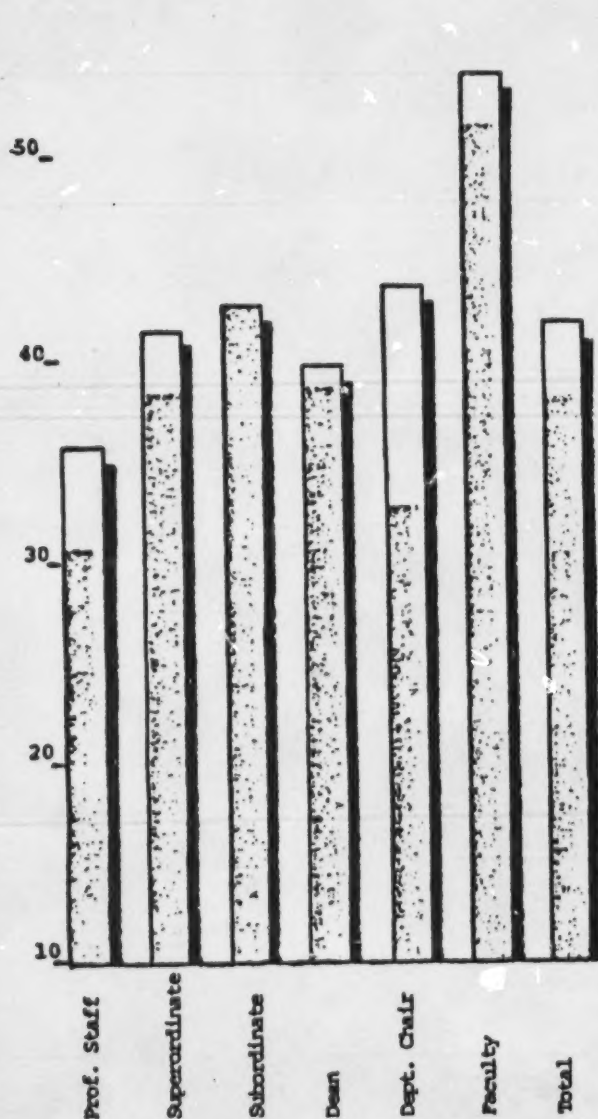
This organization may best be described as a community of equals. Authority is based upon expert power and decisions are reached through a process of shared collegial decisions.



BUREAUCRATIC

This organization has a formal hierarchy and communication channels, with written rules and regulations. Authority and status are defined by one's office and power is delegated downward. Individuals are appointed to office.

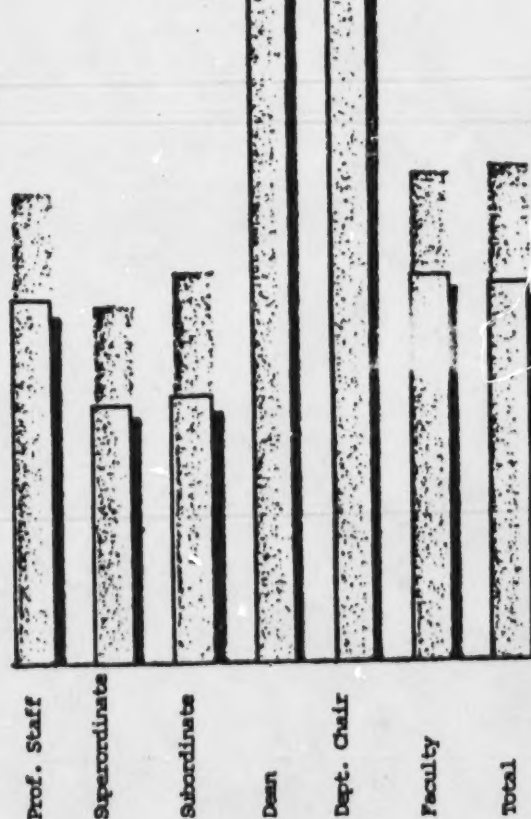
MEAN SCORE
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POLITICAL

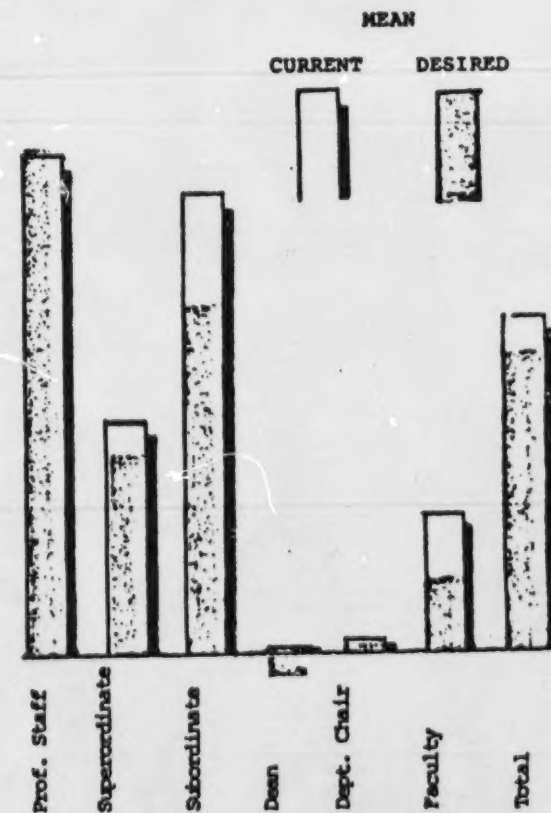
This organization is composed of subgroups, each with its own particular goals and needs. Change and conflict are normal and management involves balancing the demands of various interest groups against each other and the university resources.

GRAPH 2
PERCEPTIONS OF SUBUNIT ORGANIZATION BY RESPONDENT
ORGANIZATIONAL POSITION



COLLEGIAL

This organization may best be described as a community of equals. Authority is based upon expert power and decisions are reached through a process of shared collegial decisions.



BUREAUCRATIC

This organization has a formal hierarchy and communication channels, with written rules and regulations. Authority and status are defined by one's office and power is delegated downward. Individuals are appointed to office.

professional staff was trying to influence the actions of the other party in an initial situation or in a last resort situation).

The organizational relationship of the respondent office to professional staff offices was an important factor in the respondent's perception of the basis for compliance with a request made by professional staff. The majority of each sample, whether by organizational position or academic status, perceived expert and informational bases of power as important reasons (4 or 5 on Likert Scale of 1 - 5) for doing "the things professional staff suggest or want me to do." In addition, subordinates selected reasons reflecting legitimate, referent, and coercive bases of power more often than any other organizational position category. More nonacademic than academic respondents' reasons for compliance reflected the professional staff's legitimate, referent, and reward bases of power.

- Table 2 -
- Table 3 -

The importance of the information broker role became more evident as variations in respondent perceptions of strategies used by professional staff were examined. The collection, interpretation, application, and dispersion of information were the most accepted basis of professional staff power, but the professional staff's organizational relationship to another office dictated the strategies used by professional staff to influence another office and the respondents' perceptions of

Table 2

PERCENTAGE OF RESPONDENTS BY ORGANIZATIONAL POSITION WHO IDENTIFIED THE BASIS OF POWER AS "QUITE IMPORTANT" OR "VERY IMPORTANT" FOR RESPONDENT CONCURRENCE WITH PROFESSIONAL STAFF REQUEST

QUESTION: "On this paper are six reasons generally given by people when they are asked why they do the things someone suggests or wants them to do. Please look at all six, then indicate the importance of each for doing the things the professional staff wants you to do."

Basis of Power		X of Respondents Who Classified Basis of Power as "Quite Important" or "Very Important" (4 or 5 on 5 point scale) ^b			
Category	Question ^a	Professional Staff (n=47)	Super-ordinate (n=15)	Sub-ordinate (n=20)	General Faculty (n=37)
REFERENT	"I like or respect their personal characteristics and I want to act in a way that merits their approval."	23% ^c	7% ^c	45% ^c	9% ^c
EXPERT	"I respect their competence and good judgment about things with which they have had more experience than I have had."	78%	87%	75%	89%
REWARD	"They can give special help and benefits to those who cooperate."	21%	0%	20%	17%
COERCION	"They can apply pressure or make my life miserable if I do not cooperate with them"	2%	0%	15%	3%
LEGITIMATE	"They have a legitimate right, considering their position, to expect that their suggestions will be carried out."	36%	20%	60%	9%
INFORMATION	"The information or advice that they offer is convincing enough for me to act in accordance with it."	74%	80%	65%	60%

^a Question was adjusted for organizational relationship of respondent office to professional staff office.

^b Five point scale: 1=Not important at all
2=Of little importance
3=Important
4=Quite Important
5=Very important

^c Each question was answered individually, therefore percentage may not total 100%

Table 3

PERCENTAGE OF ACADEMIC AND NONACADEMIC RESPONDENTS IDENTIFYING THE BASIS OF POWER
AS OF LOW OR HIGH IMPORTANCE FOR RESPONDENT CONCURRENCE WITH PROFESSIONAL STAFF REQUEST

"On this paper are six reasons generally given by people when they are asked why they do the things someone suggests or wants them to do. Please look at all six, then indicate the importance of each for doing the things the professional staff wants you to do."

Basis of power		Classified "Not Important" (1 or 2 on 5 point scale)		Classified "Important" (4 or 5 on 5 point scale)		"Important" Significance
Category	Question ^a	Academic Respondents (n=57)	Nonacademic Respondents (n=62)	Academic Respondents (n=57)	Nonacademic Respondents (n=62)	df=4 n=116
REFERENT	"I like or respect their personal characteristics and I want to act in a way that merits their approval."	69 ^b	37 ^b	11 ^b	27 ^b	chi sq.=15.734 p=.0034*
EXPERT	"I respect their competence and good judgment about things with which they have had more experience than I have had."	7	3	69	77	chi sq.=3.661 p=.4539ns
REWARD	"They can give special help and benefits to those who cooperate."	60	58	13	21	chi sq.=11.978 p=.0175*
COERCION	"They can apply pressure or make my life miserable if I do not cooperate with them."	84	81	2	7	chi sq.=9.244 p=.0553*
LEGITIMATE	"They have a legitimate right, considering their position, to expect that their suggestions will be carried out."	46	19	24	47	chi sq.=13.016 p=.0112*
INFORMATION	"The information or advice that they offer is convincing enough for me to act in accordance with it."	6	3	84	73	chi sq.=7.344 p=.1188ns

Notes: * 5% level of significance.

^aQuestions were adjusted for organizational relationship of respondent office to professional staff offices.

^bEach question was answered separately, therefore the column percentages will not add up to 100%.

these strategies.

In response to an open-ended question asking what strategies professional staff would use to influence the respondent to take a specific action in initial situations, administrators reported professional staff use of informational power based strategies, subordinates reported professional staff legitimate power based strategies, and faculty reported coercion based strategies or lack of strategy potential more often than the other samples did.

- Table 4 -

When asked what professional staff could do in a last resort situation to influence the respondent if the previous strategies did not work, professional staff saw themselves applying more informational power based strategies and fewer coercion power based strategies than other respondents saw them applying.

- Table 5 -

Perceptions of strategies available to professional staff to influence another office reflected their awareness of the organizational relationships and of the specific situation. For example, superordinates reported information based power in initial situations, but indirect or coercion based power - or an absence of power - in a last resort situation. In an initial situation, superordinates reported that professional

Table 4

PROFESSIONAL STAFF BASES OF POWER
IDENTIFIED IN STRATEGIES REPORTED

Basis of Power	Percentage of respondents reporting professional staff strategies reflecting basis of power					
	Super- ordinate (n=15)	Sub- ordinate (n=20)	Dean (n=4)	Department Chair (n=10)	Faculty (n=23)	Total Faculty (n=37)
INITIAL STRATEGY						
"Suppose professional staff wanted to influence you to take a specific action. What strategies would they be most likely to use?"						
Information	100% ^a	40%	75%	80%	39%	54%
Expert	7	-	-	-	-	-
Legitimate	-	65	25	-	4	5
Referent	-	5	-	-	4	3
Reward	7	10	25	10	9	11
Coercive	-	-	-	-	21	14
Indirect	-	-	25	20	18	14
No answer/no contact	-	-	-	-	21	14
LAST RESORT STRATEGY						
"Suppose that those strategies didn't work. What could they do as a last resort to influence you to take a specific action?"						
Information	-	5%	-	-	4%	3%
Expert	-	-	-	-	-	-
Legitimate	-	40	-	10%	-	8
Referent	-	-	-	-	-	-
Reward	-	-	25%	-	9	3
Coercive	20%	35	25	10	21	19
Indirect	53	-	75	60	9	30
Nothing	20	15	-	-	35	22
No answer/no contact	7	-	-	30	21	22

^aRespondents reported more than one strategy in either initial or last resort situation; therefore, total percentage may not equal 100%.

Table 5

PROFESSIONAL STAFF STRATEGIES
BASES OF POWER IDENTIFIED IN STRATEGIES REPORTED BY PROFESSIONAL
STAFF RESPONDENTS IN RELATION TO OTHER ORGANIZATIONAL OFFICES

<u>INITIAL STRATEGY</u>	"Suppose that you wanted to influence your supervisor to take a specific action. What strategies are you most likely to use?"	"Suppose you wanted to influence another professional staff member to take a specific action. What strategies are you most likely to use?"	"Now suppose that you wish to influence those you supervise to take a specific action. What strategies do you usually use to influence those you supervise?"
Information	94% ^a	74% ^a	75% ^a
Expert	0	0	3
Legitimate	0	4	14
Referent	9	6	6
Reward	13	13	22
Coercive	0	0	6
Indirect	11	11	6
<u>LAST RESORT STRATEGY</u>	"Let's suppose that those strategies didn't work. What could you do as a last resort to influence your supervisor?"	"Let's suppose that those strategies didn't work. What could you do as a last resort to influence another professional staff member?"	"If those strategies didn't work, what could you do as a last resort?"
Information	23% ^a	11% ^a	8% ^a
Expert	6	0	0
Legitimate	0	2	50
Referent	0	4	0
Reward	4	2	0
Coercive	6	0	19
Indirect	34	66	3
Nothing	36	13	3

^apercentage of professional staff respondents (N=47) reporting a strategy identified as reflecting that basis of power. Respondent could report more than one strategy in either initial or last resort situation.

staff strategies would include:

They would use, I am sure, some very compelling, logical arguments based upon extensive data--and research--including political considerations.

And, in a last resort situation, the professional staff could:

He could appeal to higher authority or appeal to others in decision making positions...and that happens!

He could subvert policies I make. If he does not believe in the policy, then he would not enforce it effectively.

He could do nothing!!

Faculty respondents identified professional staff strategies reflecting coercive power in an initial situation and a lack of strategy potential ("could do nothing") or a lack of interaction in a last resort situation more often than any other group did. For example, faculty perceptions of strategies available to professional staff to influence faculty in an initial situation included:

Reasonable argument is preferred (by faculty), but veiled threats are offered by them (professional staff).

They won't fund research if it isn't done their way.

They tried to suggest that we de-specialize--that we teach in more general service-nature areas. They judge us by the number of students we attract--and they use this as a threat. They say, 'it is good for you'!!

They have the power of the purse strings. They allot money to our departments.

Never happened! Professional staff could never influence me to take a specific action.

And, in a last resort situation, faculty reported the following professional staff strategies:

They cite rules and precedent which would make it absolutely essential that I do it. Show me the book. If it's in the book, I will do it. If not, they can't make me do it.

They would get their bosses to take action.

They would remove posts from our department; for example, at retirement--that's power! They can destroy a department by not allowing us to hire.

They would deny further requests for money, appointments, and so forth.

Meanwhile, the professional staff demonstrated their awareness of the hierarchical relationships and how to survive in the political organization in their responses to the question, "What could you do as a last resort to influence _____?"

- superordinate? *Nothing.*
- peer? *Go to his boss and convince him (boss) that he ought to influence him (professional staff).*
- subordinate? *Sorry you don't agree. Do it anyway.*

- superordinate? *Shot my wad! No alternatives.*
- peer? *Go to his supervisor.*
- subordinate? *Negotiate, then issue directive.*

The professional staffs' denial of power to influence their superordinate was not in agreement with their superordinates' perceptions nor with their own reality. For example, one professional staff respondent stated, "We've got a hell-of-a-lot of power, but I'd never admit it. Once it was known, we'd no longer have it."

Amount of Professional Staff Power. Superordinates and professional staff respondents interacted with more professional

staff and identified more professional staff offices as important to their jobs than did faculty. The quality of this interaction varied with the respondent position, e.g., professional staff, superordinates, and subordinates or nonacademic respondents perceived the professional staff offices as facilitators or processors, whereas faculty or academic respondents viewed them as barriers or causes of dissatisfaction. This finding was similar to other studies regarding staff positions, such as that by Katz and Kahn (10).

- Graph 3 -
- Graph 4 -

Professional staff were perceived as holding substantial power to influence the development of institutional policies and as having even greater power to influence the administration of these policies, an arrangement that a majority of the respondents said was "as it should be." If they did desire change, all respondent groups, except the professional staff, were more apt to desire less, rather than more, professional staff power.

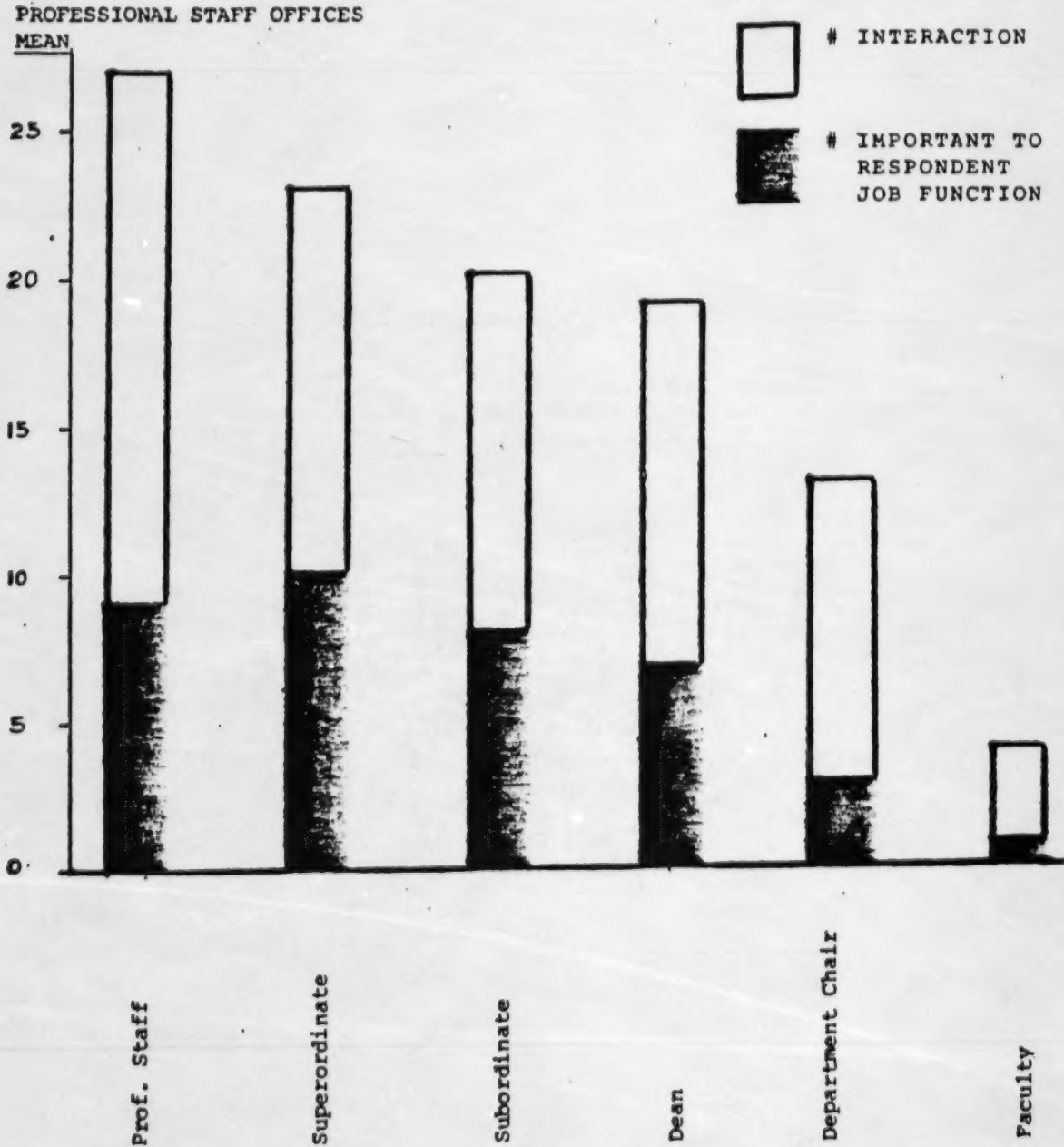
- Table 6 -
- Table 7 -

Access to Hiring, Promotion, and Grievance Mechanisms.

Three mechanisms of the maintenance system (10, pp.87-89) were examined in this study relative to the level of professional staff power, viz., appointment, promotion, and

GRAPH 3

PROFESSIONAL STAFF OFFICES IDENTIFIED AS HAVING INTERACTION
WITH RESPONDENT AND AS IMPORTANT TO RESPONDENT JOB FUNCTION



GRAPH 4

CHARACTERISTICS OF PROFESSIONAL STAFF OFFICES IDENTIFIED AS IMPORTANT TO RESPONDENTS' JOB FUNCTIONS

PROFESSIONAL STAFF ARE
IMPORTANT TO MY JOB
FUNCTION BECAUSE THEY:

*** = Greatest frequency
of response
* = Selected as reason

Control or influence the flow of information	***	***	***	***	*	*
Facilitate or process paper flow	*	*	*	*	*	*
Interpret policy	*	*	*	*		*
Make or change policy	*	*	*	*		*
Influence policy			*	*		*
Deal with my personal personnel business	*	*	*	*	*	*
Are an intermediate to their supervisor	*	*	*	***	***	*
Control resources						*
Use resources that are then not available to me			*	*	*	*
Create barriers or problems for me						
Are essential to the university, therefore are essential to me	*	*				*
Have contacts outside the university					*	*
Have contacts with students	*	*	*	*		
Have 'final word' or approval authority	*	*		*		
Can direct me to appropriate person	*	*				*
Share projects with me	*	*	*			
Service us and we service them	*		*			
Give us support	*	*				
Are my subordinate staff	*	*	*			
Are colleagues or co-workers	*		*			
Are my supervisor(s)					*	
Are NOT important. I by-pass for a higher level	*				*	***
Are NOT important. None of the professional staff are important to my job function						*
Are NOT important. I have no contact with them and they are not important to my job						*
Are friends. I like ...		*		*		*

Table 6

PROFESSIONAL STAFF INFLUENCE IN POLICY-MAKING DECISIONS

Question	Response ^a	Percentage of Respondent Sample by Organizational Position									
		Total Sample	Prof. Staff	Super-ordinate	Subor-dinate	General Faculty ^b	Dean	Dept. Chair	Faculty	Aca-demic	Non-Acad.
How much authority do you think the professional staff --as a group--have in determining policy?	High (4+5)	43%	61%	33%	45%	27%	0%	40%	26%	38%	58%
	Average (3)	26	22	47	40	13	75	20	0	26	26
	Little (1+2)	16	15	13	10	22	25	30	17	19	13
	Don't Know	14	2	7	5	38	0	10	57 ^c	26	3
Is this more (1), less (2), or the same (3) as you think it should be?	More (1)	12	13	7	15	11	0	10	13	9	15
	Less (2)	7	9	0	10	5	0	0	9	5	8
	Same (3)	68	76	93	65	49	100	80	26	63	73
	Don't Know	14	2		10	35	0	10	52 ^c	23	5

^aResponse levels: 1 = No authority
 2 = Very little authority
 3 = Some authority
 4 = Significant authority
 5 = A great deal of authority
 6 = Don't know

^bGeneral Faculty is composed of dean, department chair, and faculty samples.

^cThe large percentage of faculty "don't know" responses influenced percentages in other faculty responses.

Table 7

PROFESSIONAL STAFF INFLUENCE IN ADMINISTRATION OF POLICIES

Question	Response ^a	Percentage of Respondent Sample by Organizational Position									
		Total Sample	Prof. Staff	Super-ordinate	Subordinate	General Faculty ^b	Dean	Dept. Chair	Faculty	Aca-demic	Non-Acad.
How much authority do you think the professional staff --as a group--have in the administration of policy?	High (4+5)	63%	85%	60%	50%	43%	75%	40%	39%	53%	73%
	Average (3)	18	0	0	40	10	25	30	0	14	21
	Little (1+2)	5	13	33	5	9	0	10	9	7	3
	Don't Know	14	2	7	5	38	0	20	52 ^c	26	3
Is this more (1), less (2), or the same (3) as you think it should be?	More (1)	11	9	7	15	14	25	20	9	11	11
	Less (2)	4	2	0	10	5	0	0	9	4	5
	Same (3)	70	87	93	65	41	75	50	30	60	79
	Don't Know	15	1		10	41	0	30	52 ^c	26	5

^aResponse levels: 1 = No authority
 2 = Very little authority
 3 = Some authority
 4 = Significant authority
 5 = A great deal of authority
 6 = Don't know

^bGeneral Faculty is composed of dean, department chair, and faculty samples.

^cThe large percentage of faculty "don't know" responses influenced percentages in other faculty responses.

settlement of disputes. There was general support among all respondent groups that professional staff should have access to these mechanisms. Interestingly, more academic respondents expressed support for professional staff access to maintenance mechanisms than nonacademic respondents did, which may reflect academic support for participation in general, rather than specific support for professional staff participation.

- Table 8 -
- Table 9 -

This general support decreased dramatically in all categories analyzed by organizational position or academic status when professional staff access to the governance mechanisms of membership in the University Senate, academic committees, and election of own department heads was examined. There was no significant difference in academic and nonacademic rejection of professional staff participation in these governance systems.

- Table 10 -
- Table 11 -

Discussion and Summary.

Limitations of the Study. This study of professional staff offices reflects the perceptions of respondents in one large, public, research oriented institution. None of the respondents is in a collective bargaining unit and there is a tradition of strong faculty power at this university. These findings, therefore, cannot be assumed applicable to other

Table 8

PERCEPTIONS OF DESIRED PROFESSIONAL STAFF POWER IN SELECTED MECHANISMS OF
THE MAINTENANCE STRUCTURE AS PRESENTED BY RESPONDENT ORGANIZATIONAL GROUPS

QUESTION: "As I read each item, indicate if you think professional staff should have the right or privilege read by answering 'yes' (should have right or privilege) or 'no' (should not have right or privilege):"

Right or Privilege	Response	Total Sample (n=119)	Prof. Staff (n=4)	Superor- dinate (n=15)	Subor- dinate (n=20)	Dean (n=4)	Dept. Chair (n=10)	Faculty (n=23)
The right to participate in the appointment of other professional staff in the same department at the same or lower level.	Yes	66%	64%	80%	70%	100%	60%	58% ^a
	No	29	34	20	30	0	40	26
The right to participate in the promotion recommendations of other professional staff of lower rank in the same department.	Yes	72	68	87	65	100	60	78
	No	25	32	13	35	0	40	9
Grievance procedures that use colleagues on committees (such as that for faculty).	Yes	83	79	93	85	100	100	78
	No	12	19	7	15	0	0	4

^aFaculty "don't know" responses reduced the total percentages in each question response category.

Table 9

PERCEPTIONS OF DESIRED PROFESSIONAL STAFF PARTICIPATION IN THE DECISION-MAKING
MAINTENANCE MECHANISMS BY RESPONDENT ACADEMIC STANDING

QUESTION: "As I read each item indicate if you think professional staff should have the right or privilege read by answering 'yes' (should have the right or privilege) or 'no' (should not have the right or privilege)."

RIGHT OR PRIVILEGE	RESPONSE ¹	ACADEMIC STANDING			SIGNIFICANCE
		TOTAL SAMPLE N=119	ACADEMIC SAMPLE N=57	NONACADEMIC SAMPLE N=62	
The right to participate in the appointment of other professional staff in the same department or unit at the same or lower level.	YES	66%	68%	65%	$\chi^2 = 4.68$ $p < .3219ns$
	NO	29%	25%	34%	
The right to participate in the promotion recommendations of other professional staff of lower rank in the same department.	YES	72%	79%	66%	$\chi^2 = 10.27$ $p < .04$
	NO	25%	16%	34%	
Grievance procedures that use colleagues on committees (such as that for faculty).	YES	83%	86%	81%	$\chi^2 = 9.715$ $p < .05$
	NO	12%	5%	18%	

Percentages may not equal 100% due to deletion of "don't know" responses.

¹YES = 1+2 on 4 point scale; NO = 3+4 on 4 point scale.

Table 10
PERCEPTIONS OF DESIRED PROFESSIONAL STAFF PARTICIPATION IN THE POLICY-MAKING MECHANISMS
BY PERCENTAGE OF RESPONDENT ORGANIZATIONAL POSITION SAMPLES

QUESTION: "As I read each item, indicate if you think professional staff should have the right or privilege read by answering 'yes' (should have right or privilege) or 'no' (should not have right or privilege):"

Right or Privilege	Response	Organizational Position						
		Total Sample (n=119)	Prof. Staff (n=47)	Superor- dinate (n=15)	Subor- dinate (n=20)	Dean (n=4)	Dept. Chair (n=10)	Faculty (n=23)
Voting membership in the University Senate.	Yes	10%	11%	0	15%	25%	10%	9%
	No	87	85	100	80	75	90	91
Voting membership on faculty committees.	Yes	17	17	13	20	25	20	13
	No	82	83	87	75	75	80	87
Election of own department heads.	Yes	17	11	0	35	50	20	17
	No	81	89	100	60	50	80	74

Note: Percentages may not equal 100% due to deletion of "don't know" responses.

Table 11

PERCEPTIONS OF DESIRED PROFESSIONAL STAFF PARTICIPATION IN THE POLICY-MAKING
MECHANISMS BY RESPONDENT ACADEMIC STANDING

QUESTION: "As I read each item, indicate if you think professional staff should have the right or privilege read by answering 'yes' (should have the right or privilege) or 'no' (should not have the right or privilege)."

RIGHT OR PRIVILEGE	RESPONSE	ACADEMIC STANDING			SIGNIFICANCE
		TOTAL SAMPLE N=119	ACADEMIC SAMPLE N=57	NONACADEMIC SAMPLE N=62	GII-SQUARE
Voting membership in the University Senate.	YES	10%	11%	10%	$\chi^2 = 2.95$ $p < .5775$
	NO	88%	88%	87%	
Voting membership on faculty committees.	YES	17%	18%	15%	$\chi^2 = 2.26$ $p < .69ns$
	NO	82%	81%	83%	
Election of own department heads.	YES	17%	16%	18%	$\chi^2 = 1.61$ $p < .81ns$
	NO	81%	81%	81%	

NOTE: Percentages may not equal 100% due to deletion of "don't know" responses.

higher education institutions without additional testing.

Conclusions. While the findings of this study generally support the literature on higher education organization, a few findings contradict the established perspectives: (1) Respondents in each sample are aware of, and satisfied with, the overriding political structure of the university organization. (2) Professional staff do not feel that academic policy-making rights are appropriate rights for their office. Professional staff access to the collegial governance structure is not supported by professional staff or other respondents. (3) The perspective of the president, vice president, and dean superordinates are more apt to be in agreement with those of the professional staff than with those of academic department chairs or faculty.

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